



# Canada

The Land, Histories, and Stories

## Home Instructor's Guide and Assignment Booklet 4B

### Module 4 Unravel the Making of Canada

Grade 5 Social Studies  
Module 4: Unravel the Making of Canada  
Home Instructor's Guide and Assignment Booklet 4B  
ISBN 978-0-7741-2947-3

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**Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:



- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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# **Chapter Summaries**

## **Chapter 9: Canada Becomes a Country**

### **Objective**

The student learns about Canadian Confederation as Najah watches a television program on the subject.

### **Instructional Strategies**

The student draws cartoons and labels a time line to help recall the sequence of events leading to Confederation. Ask the student to show you the cartoons and discuss them together. The cartoons should accurately depict an event or situation leading to Confederation, as discussed in the Student Module Booklet.

In Assignment Booklet 4B the student reviews the events leading to Confederation by completing some multiple-choice questions.

## **Chapter 10: Confederation and the Canadian People**

### **Objective**

The discussion of Confederation continues. The contributions of John A. Macdonald and George-Étienne Cartier are discussed.

### **Instructional Strategies**

The student is asked to do further research on one of these two political leaders by doing a general search on the Internet. The student is asked to note the facts about the person they chose. If necessary, guide your student through the links and help read the information. The student may choose to print the research material, highlight the pertinent facts, and then add the facts to the table in Assignment Booklet 4B.

In the Internet Journal, your student should note the main website and any links that are used.

Using the information noted on the Internet, the student writes one or two paragraphs to tell about the political leader that he or she chose. Do not allow the student to use the material directly from the website, since many students tend to copy whole sentences from resource material. Insist that notes be made and that the student write using these notes. The biography may be completed in handwriting or by using a word-processing program on the computer.

Near the end of the chapter, Mr. Gordon and Najah discuss how Confederation solved some problems from the French Canadian perspective. The student is asked to list other problems that Confederation addressed. Discuss how Confederation may have solved the trade problem and the threat of an American invasion. Encourage independent thinking.

# Chapter 11: The Forgotten People

## Objective

This chapter begins with more information about the Rideau Canal and some of the major water routes and allows the student to explore Confederation from a First Nations perspective.

## Instructional Strategies

After studying a map, your student will show you a possible water route from Lake Simcoe to the Ottawa River. Remind the student that the First Nations people would not want to portage any more than necessary. Help your student choose a route that reflects this idea.

A map is presented in the Student Module Booklet, and the student traces the water route of the first survey crew from Montréal to Ottawa to Kingston.

The characters also discuss Confederation from the point of view of First Nations people and ask Mia's grandmother to tell them more about the circumstances surrounding First Nations life at that time.

The student learns that the First Nations were not involved in Confederation. Three questions are posed for discussion:

- Do you think that the Europeans were fair to the First Nations?
- How might Canada be different today if the First Nations were allowed to keep their culture and language like the French?
- What do you think the Europeans should have done?

Discuss these questions with your student.

Help your student understand the negotiating process that goes on in any agreement. Explain how one group with special interests must usually compromise to get what they want. Remind the student of the fact that the French Canadians agreed to join Confederation because they were allowed to keep their language and culture. In return, the other provinces had the support of the French Canadians in case of attacks from the United States.

In a Going Further activity, the student is invited to make up a speech that women might have given to the leaders of Confederation if they had been invited to speak.

In Assignment Booklet 4B the student is asked to pretend to address the leaders at Confederation on behalf of the First Nations people. Some questions serve as guidelines for this speech. Encourage the student to practise the speech a few times orally and then make an audio recording of the speech.

## **Chapter 12: After Confederation**

### **Objective**

In this chapter the student learns, along with Najah, about what happened in Canada after Confederation as Najah listens to a presentation at school. The student learns that building the railroad and settlement were two of the major concerns after Confederation.

### **Instructional Strategies**

At the end of the chapter, the student does an exercise involving terms and definitions. Guide the student in finding these terms in the Student Module Booklet text, if necessary.

## **Chapter 13: A Canadian Identity**

### **Objective**

After Najah visits the Canadian Museum of Currency, the history of Canadian currency is explored and the connection between a country's currency and its identity is made.

### **Instructional Strategies**

Students will go to the Grade 5 Social Studies Multimedia CD 2 to read a blog posted by Najah. After the student reads the message, help him or her gather a variety of bills and coins. Examine them together and discuss the Canadian symbols, scenes, and famous historical people that are found on the bills. Also discuss ways that Canadian currency is different from some other currencies, for example, the use of different colours for different denominations of bills. If you have examples of bills or coins from other countries, look at them with your student and encourage comparisons.

In a discussion at the end of the chapter, the student also learns how Confederation and bilingualism helped develop a Canadian identity.

In the Student Module Booklet the student labels the types of currency historically used in Canada and tells about each type of currency. In Assignment Booklet 4B the student examines some events that occurred around the time of Confederation and tells how the events helped develop Canadian identity.

## **Chapter 14: A Truly Canadian Flag**

### **Objective**

In this chapter Najah visits a winter festival in Ottawa and the student observes some activities typical of this type of celebration. The student learns more about the history of the Canadian flag.

### **Instructional Strategies**

The student completes two exercises in the Student Module Booklet. The first activity involves recognizing scenes that may be typical of a particular geographic region. The second exercise involves historical and modern flags.

The student is directed to Assignment Booklet 4B to discuss how the Canadian flag affected Canadian identity.

# Chapter 15: Goodbye, Ottawa

## Objective

In the last chapter of this module, Najah says goodbye to her host family. The student reflects on what he or she has learned about Confederation.

## Instructional Strategies

After the student has selected what he or she thinks is most important about Confederation and explained why it is important, have the student discuss his or her responses with you. Share your impressions of the importance of Confederation in Canada's history.

In Assignment Booklet 4B the student is required to complete **either** a PowerPoint presentation **or** a scrapbook project. Internet addresses from the Internet Journal or noted in the Home Instructor's Guide may provide sources of appropriate pictures for the PowerPoint presentation or the scrapbook project.

You may wish to visit the Collections Canada website at <http://collections.ic.gc.ca> to view historic illustrations and photographs. If your student uses a general search engine to look for pictures, monitor the sites to ensure appropriate material is presented and the source is reliable.

If your student chooses to complete the PowerPoint presentation but is not familiar with the program, you may need to provide some guidance. You may need to spend some time showing the student different design templates, colour schemes, animation templates, and tool bar items that can be used to manipulate the information. Allow some time for the student to experiment with the program.

After the student completes this chapter, projects and assignments may be gathered and submitted for marking. Complete the Home Instructor Feedback Form and remind your student to complete the Student Feedback Form.



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# ASSIGNMENT BOOKLET 4B

Grade 5 Social Studies  
Module 4: Chapters 9–15

## Home Instructor's Comments and Questions

\_\_\_\_\_  
Home Instructor's Signature

## FOR SCHOOL USE ONLY

Assigned Teacher:  
\_\_\_\_\_

Date Assignment Received:  
\_\_\_\_\_

Grading:  
\_\_\_\_\_

Additional Information:  
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## FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:  
\_\_\_\_\_  
\_\_\_\_\_

Date Submitted:  
\_\_\_\_\_  
\_\_\_\_\_

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for  
correct course and module.*

## Teacher's Comments

\_\_\_\_\_  
Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

## INSTRUCTIONS FOR SUBMITTING THIS DISTRIBUTED LEARNING ASSIGNMENT BOOKLET

When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

### Mailing

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

### FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

### E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.



GRADE 5



SOCIAL STUDIES

# Canada

The Land, Histories, and Stories

## Assignment Booklet 4B

Module 4

### Unravel the Making of Canada

## FOR TEACHER'S USE ONLY

### Summary

	Total Possible Marks	Your Mark
Chapter 9 Assignment	12	
Chapter 10 Assignment	10	
Chapter 11 Assignment	10	
Chapter 13 Assignment	9	
Chapter 14 Assignment	9	
Chapter 15 Assignment	15	
	65	

### Teacher's Comments

Grade 5 Social Studies  
Module 4: Unravel the Making of Canada  
Assignment Booklet 4B

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Getty Images *maple leaf* © 2006 Jupiterimages Corporation

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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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**ASSIGNMENT BOOKLET 4B**  
**GRADE 5 SOCIAL STUDIES: MODULE 4**  
**CHAPTER 9 ASSIGNMENT TO CHAPTER 15 ASSIGNMENT**

This Assignment Booklet is worth 65 marks out of the total 132 marks for the assignments in Module 4. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

12

**Chapter 9 Assignment: Canada Becomes a Country**

Use the maps and what you have learned in Chapter 9 in the Student Module Booklet to answer the following questions. Circle the letter that correctly finishes the sentence.

1. In 1740, most of what was known of Canada by the Europeans was claimed by
  - A. England
  - B. Spain
  - C. France
  - D. none of the above
2. In 1740, the disputed areas were claimed by both
  - A. England and France
  - B. France and Spain
  - C. England and Spain
  - D. none of the above
3. In 1740, the area that is now the United States was claimed by
  - A. England
  - B. Spain
  - C. France
  - D. none of the above
4. The important event that happened in 1763 that changed North America was
  - A. the Confederation of Canada
  - B. American independence
  - C. the Americans invaded Canada
  - D. the French lost the Seven Years' War to England
5. The French had to
  - A. give all their land to England
  - B. move to western Canada
  - C. fight the Spanish
  - D. none of the above

6. In 1776, an event occurred that changed the map south of Canada. That was
  - A. Canadian Confederation
  - B. the British won a war with Spain
  - C. American independence from Britain
  - D. Nova Scotia became a colony
7. In 1823, Québec was
  - A. about the same size as it is today
  - B. smaller than it is today
  - C. larger than it is today
  - D. called Upper Canada
8. In 1823, Ontario was
  - A. called Upper Canada
  - B. about the same size as it is today
  - C. larger than it is today
  - D. none of the above
9. In 1823, the area around Hudson Bay was called
  - A. Rupert's Land
  - B. Upper Canada
  - C. Lower Canada
  - D. Québec
10. The important event that happened in 1867 was
  - A. American independence
  - B. the British winning the Seven Years' War
  - C. Canadian Confederation
  - D. Rupert's Land becoming a province
11. In 1867, four provinces became the Dominion of Canada. They were
  - A. Ontario, New Brunswick, Prince Edward Island, Québec
  - B. Ontario, New Brunswick, Alberta, Québec
  - C. Ontario, Québec, Nova Scotia, Newfoundland
  - D. Ontario, Québec, Nova Scotia, New Brunswick
12. In 1867, Ontario was
  - A. much larger than it is today
  - B. about the same size as it is today
  - C. part of Rupert's Land
  - D. much smaller than it is today



Turn to Chapter 10 in the Module 4 Student Module Booklet.

10



## Chapter 10 Assignment: Confederation and the Canadian People

John A. Macdonald and George-Étienne Cartier were both very important leaders at the time of Confederation. Choose to research either John A. Macdonald or George-Étienne Cartier. Look for information on the Internet, in reference books, or at your local library. The following website may help you find information:

<http://www.collectionscanada.ca/confederation/kids/>

Don't forget to add any new websites you visit to your Internet Journal. You should always use at least two sources when you're doing research.

Use the table below to guide your research and to make notes. Include date of birth, place of birth, family information, education, career before politics, political career information, and any other interesting facts you find.

**I WILL FIND OUT MORE ABOUT \_\_\_\_\_.**

Date of Birth	Place of Birth	Family Information	Education	Career Before Politics
Political Career Information		Other Interesting Facts		

Using the information you collected for your table, write two or three paragraphs about John A. Macdonald or George-Étienne Cartier. You may write a rough draft first and then a final draft in the space provided. Or, you may do your writing using a word-processing program on the computer. At the end of your biography, write the titles and address of any websites that you used.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Turn to Chapter 11 in the Module 4 Student Module Booklet.



10

**Chapter 11 Assignment: The Forgotten People**

Imagine that you are a First Nations leader and you are invited to the Québec Conference. How would you convince the politicians that First Nations people should have a say in Confederation?

Use the following questions as guidelines to plan a speech you could present to the leaders at the Québec Conference. On a separate piece of paper or on index cards, write down the following questions. Below each question, write some notes about what you want to say in point form.

- What would you say to convince the Founders of Confederation that the First Nations should be included?
- What would you hope to gain for your people?

Using the questions and your notes, practise saying your speech aloud. Try to be convincing. Use the following checklist to ensure your speech is effective.

Did I speak clearly?	
Did I pronounce all words correctly?	
Did I speak at a suitable speed?	
Did I sound convincing?	
Did I vary the pitch and tone of my voice?	

When you are ready, make a recording of your speech. Be sure to label your recording and submit it to your teacher for marking.



Turn to Chapter 12 in the Module 4 Student Module Booklet.

9

**Chapter 13 Assignment: A Canadian Identity**

Confederation marked the beginning of Canada as a separate country. It also marked the beginning of a distinct Canadian identity. Use what you learned in Chapter 12 and Chapter 13 to answer the following questions.

Tell how the following events changed the people in Canada and helped develop a Canadian identity; that is, how it helped Canadians see themselves as a unique group, separate from the British or the French.

3

1. The *British North America Act*

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2. Adopting French and English as official languages

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3. Issuing Dominion of Canada currency

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Turn to Chapter 14 in the Module 4 Student Module Booklet.

9

**Chapter 14 Assignment: A Truly Canadian Flag**

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1. During World War II, Canadians began thinking about creating a flag of their own. What was wrong with the old flag, the Red Ensign? In your answer, include a discussion of the symbols on the Red Ensign.

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2

2. Do you think the maple leaf was a good choice for the new Canadian flag in 1965? Explain why or why not.

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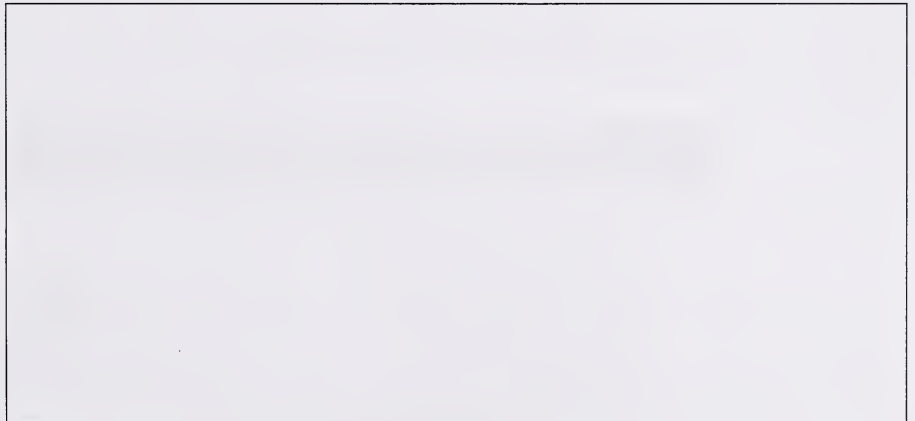
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3

3. a. Imagine that you are choosing a new Canadian flag. What symbols would you include? Draw a sketch of a flag you would create. Be sure to colour it too.



2

- b. Explain why it would be a good flag for Canada.

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Turn to Chapter 15 in the Module 4 Student Module Booklet.

15

### Chapter 15 Assignment: Goodbye, Ottawa

In the Module 4 Student Module Booklet, Najah learned about the history of Canada and experienced several sights and scenes around Ottawa. Use the following lists to help Najah make a presentation about Canada for her classmates in India.

#### History

- Anishinabé people before the Europeans came
- Haudenosaunee people before the Europeans came
- the French and British fur traders in Canada
- European settlers in Canada
- Canadian Confederation
- development of the Canadian identity

#### Sights and Scenes

- visiting an Aboriginal attraction or park
- visiting the Parliament buildings
- visiting the Currency Museum
- going to a winter festival
- making a dream catcher
- building a snowman
- snowshoeing
- experiencing a snowstorm
- skating in an arena and on the Rideau Canal
- looking at snow sculptures
- sliding down snow slides
- tobogganing
- riding in a horse-drawn carriage



You must complete **either** Project A **or** Project B.

### Project A

Make a PowerPoint presentation. The first slide should serve as a title page. The presentation must include two topics from the history chart and two topics from the sights and scenes chart. You may refer to the Student Module Booklet, and you may look for information on the Internet, in reference books or encyclopedias, or at your local library. Don't forget to add any new websites you may use to your Internet Journal.

Once you finish the presentation, label your project with the following information:

- your name
- module number and title
- Assignment Booklet 4B: Chapter 15, Project A

You can send Project A to your teacher by attaching the file to an e-mail message. Or, you can save the presentation to a disc and mail it to your teacher when you submit Assignment Booklet 4B for marking.

**OR**

### Project B

Create a title page and at least four scrapbook pages. Make two pages using topics from the history chart and two pages using topics from the sights and scenes chart. The scrapbook pages should be done on large sheets of paper or on actual scrapbook pages. Each page should have at least one picture and some text to describe the topics. Make the pages attractive by adding frames, coloured paper, stickers, or other decorative touches.

Once you have finished Project B, label your project with the following information:

- your name
- module number and title
- Assignment Booklet 4B: Chapter 15, Project B

Send your finished Project B to your teacher when you submit Assignment Booklet 4B for marking.



Turn to the Module Summary in the Module 4 Student Module Booklet.



**Home Instructor’s Feedback Form for Module 4**

Answer the following questions and submit them with the completed Assignment Booklet.

1. In your opinion, what parts of the Student Module Booklet and Assignment Booklets worked best for your student?
2. Were there specific areas with which your student had particular difficulty? If so, what were they?
3. Do you have any other questions, comments, or concerns?





**Student Feedback Form for Module 4**

Answer the following questions and submit them with the completed Assignment Booklet. This is not a test and there are no marks assigned.

1. What were your favourite parts of this module?

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2. What parts did you like the least?

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3. What part did you find most difficult?

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4. What parts were the easiest?

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